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ABSTRACT

Developed by a team of teachers, parents, school board members, community representatives, patrons, and Idaho State Department of Education specialists, this skill-based scope and sequence guide suggests target skills and offers sample assessment methods for use in reading instruction by teachers of grades K-6. The guide's purpose is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. The guide lists processes for each skill, thinking levels for each skill, and application of the same three thinking levels to the assessment method. (CR)

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ED 425 414

Skills-Based Scope and Sequence Guide

Reading
Grades K-6

Target Skills
&
Sample Assessment Methods

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TABLE OF CONTENTS

INTRODUCTION i

Kindergarten 1

First Grade 7

Second Grade 18

Third Grade 31

Fourth Grade 42

Fifth Grade 53

Sixth Grade 63

INTRODUCTION

The State Department of Education's Skills-Based Scope and Sequence Guide is organized around a suggested list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Oral Language and Listening										
1. Clap to demonstrate ability to hear syllables in words.	X	X		X			Teacher observation.	X	X	
2. Recall details of grade-level appropriate story.	X	X		X			Teacher observation.	X	X	
3. Clap rhythms and patterns of text.	X	X		X			Teacher observation.	X	X	
4. Attentively listen to orally presented literature for at least ten minutes daily.	X	X			X		Teacher observation.	X	X	
5. Informally share with group.	X	X		X			Teacher observation.	X	X	
6. Chorally respond to grade-level appropriate text.	X	X		X			Teacher observation.	X	X	
Emergent Literacy										
1. Recognize whether objects are similar or different.	X	X	X		X		Teacher observation. Work-sample evaluation.	X	X	
2. Read eight color words: red, blue, yellow, purple, green, orange, black, and white.	X	X	X	X			Teacher observation. Work-sample evaluation.	X	X	X
3. Verbally compare sizes.	X	X	X	X	X		Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Read and sequence numerals: 1-10.	X	X	X	X			Teacher observation.	X		
5. Identify a sequence of patterns.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
6. Demonstrate understanding of such position vocabulary as "over," "under," and "beside."	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		
7. Select from given days of week to identify stated word.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		
8. Locate days by number on a monthly calendar.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		
9. Locate the front and back of a book.	X	X	X	X			Teacher observation.	X		
10. Locate title and title page of grade-level appropriate book.	X	X	X	X	X		Teacher observation.	X		
11. Locate top and bottom of written page.	X	X	X	X			Teacher observation.	X		
12. Identify top and bottom of written page.	X	X	X	X			Teacher observation.	X		
13. Identify start of text to begin reading.	X	X	X	X			Teacher observation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
14. Identify letters as upper and lower case.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		
15. Determine differences between words and letters.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
16. Read such high-frequency words as the child's first and last name, name of school and teacher, "boys," "girls," "Stop," "Go," "Crosswalk," and eight color words.	X	X	X	X			Teacher observation.	X		
17. Read from left to right.	X	X	X	X			Teacher observation.	X		
18. Use meaning, structure, and visual cues in balance in order to read grade-level appropriate material.	X	X	X	X			Teacher observation.	X		
Literature										
1. Recognize such essential story elements in grade-level appropriate text as setting, plot, and characters.	X	X	X	X	X		Teacher observation.	X	X	
2. Name major and minor characters in a grade-level appropriate story.	X	X	X	X	X		Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Simply describe setting (where and when) of grade-level appropriate story.	X	X	X	X	X		Teacher observation.	X		
4. Tell main idea after oral presentation of a grade-level appropriate story.	X	X	X	X	X		Teacher observation.	X	X	
5. Verbally recall significant details after oral presentation of a grade-level appropriate story.	X	X	X	X	X		Teacher observation.	X	X	
6. Self-select stories to read for personal enjoyment.	X	X	X	X	X		Teacher observation.	X		
7. Extend vocabulary to recognize relationships and concepts.	X	X	X	X	X		Teacher observation.	X	X	
Comprehension: Literal, Interpretive, and Critical										
1. Recall details of an age-appropriate picture book.	X	X	X	X	X		Teacher observation.	X		
2. Make logical predictions about a grade-level appropriate story on the basis of pictures and background information.	X	X	X	X	X	X	Teacher observation.	X	X	
3. Retell a familiar story.	X	X	X	X			Teacher observation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Given several possibilities, select most plausible future events on basis of information presented in orally presented passage.	X	X	X	X	X		Teacher observation. Work-sample observation.	X		
5. After seeing a picture or hearing or reading a story, summarize in one or two sentences.	X	X	X	X	X	X	Teacher observation.	X	X	
6. Differentiate between real and make-believe grade-level appropriate stories.	X	X	X	X	X		Teacher observation.	X		
7. Identify and interpret information on a grade-level appropriate pictograph, diagram, geometric figure, chart, or map.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
Word Analysis and Vocabulary										
1. Name sound-symbol relationships of all beginning consonants.	X	X	X	X			Teacher observation.	X		
2. Determine whether words begin with same or different sounds.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
3. Match upper and lower case letters.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Select suitable pictured word to complete orally-presented, grade-level appropriate sentence.	X	X	X	X			Work-sample evaluation.	X		
5. Demonstrate understanding that pictures have meaning and can relate a story.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Oral Language and Listening										
1. Demonstrate critical listening by identifying specifically requested facts about grade-level appropriate text.	X	X	X	X	X		Teacher observation.	X		
2. Demonstrate listening skills by identifying specifically described, grade-level appropriate pictures.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		
3. Listen and follow orally presented grade-level appropriate text.	X	X	X	X	X		Teacher observation.	X		
4. Demonstrate appreciative listening through story retelling, poetry recitation, conversation about, and dramatization of grade-level appropriate literature.	X	X	X	X	X	X	Teacher observation.	X	X	
5. Distinguish syllables in words.	X	X	X	X	X		Teacher observation.	X		
6. Distinguish words as individual units.	X	X	X	X	X		Teacher observation.	X		
7. Present informally to group.	X	X	X	X			Teacher observation.	X		
8. Chorally read grade-level appropriate text.	X	X	X	X	X		Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Early Reader										
1. Comfortably read orally without undo fear of making errors.	X	X	X	X	X		Teacher observation.	X	X	
2. Demonstrate understanding of using picture cues for meaning.	X	X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	
3. Use beginning consonants to predict words.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
4. Use first and last consonants to predict words.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
5. Retell grade-level appropriate story.	X	X	X	X	X		Teacher observation.	X	X	
6. Predict meaning of grade-level appropriate text.	X	X	X	X	X		Teacher observation.	X	X	
7. Search for meaning of text using structural and visual cues and cross checks for confirmation.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
8. Reread as needed for meaning and self-correction.	X	X	X	X	X		Teacher observation.	X	X	
9. Use the following book parts: title page, table of contents, and index.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Read silently and orally at home or out of the classroom.	X	X	X	X	X		Parent or other significant adult response form.	X		
11. Identify and sequence days of week and dates on a calendar.	X	X	X	X			Teacher evaluation. Work-sample evaluation.	X		
12. Use meaning, structure, and visual cues in balance to determine meaning of grade-level appropriate text.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	X
Literature: Genres and Characteristics and Story Grammar										
1. Verbally express personal feelings about story's characters.	X	X	X	X	X		Teacher observation.	X	X	
2. Determine what is imaginary or make-believe about specific folk or fairy tales.	X	X	X	X	X		Teacher observation.	X		
3. Opt to read grade-level appropriate literature as leisure activity.	X	X	X	X			Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Read independently as well as listen to orally presented literature to demonstrate awareness of quality literature as well as a preference for subjects, styles, and tones of writing in self-selected books.	X	X	X	X	X	X	Teacher observation.	X	X	X
5. Verbally evaluate orally-presented, grade-level literature.	X	X	X	X	X	X	Teacher observation.	X	X	
6. Summarize events in grade-level appropriate literature.	X	X	X	X	X		Teacher observation.	X	X	
Literal Comprehension										
1. Identify details within a grade-level appropriate passage which determine the following: who, what, where, and when.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
2. Sequence pictures and simple descriptions of familiar activities.		X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
3. Determine a sequence of events about a grade-level passage.		X	X	X			Teacher observation. Work-sample evaluation.	X		
4. Use picture clues to respond to relevant questions about text.		X	X	X			Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Critical Comprehension										
1. Infer information about grade-level appropriate text.	X	X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	
2. Determine such characters' traits as good, powerful, strong, weak, bad, and helpless.	X	X	X	X	X		Teacher observation.	X		
3. Determine characters' traits on basis of actions within a passage.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
4. Summarize a grade-level appropriate picture in one or two sentences.	X	X	X	X	X		Teacher observation.	X	X	
5. Given several possibilities, identify main idea of a grade-level appropriate passage.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
6. Use periods and question marks to orally read with appropriate expression.	X	X	X	X	X		Teacher observation.	X		
Vocabulary and Word Analysis										
1. Identify (Read) all upper and lower case letters without alphabet chart.	X	X	X	X			Teacher observation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Name sound-symbol relationships of short and long vowels.	X	X	X	X			Teacher observation.	X		
3. Decode short-vowel, monosyllabic words.	X	X	X	X			Teacher observation.	X		
4. Name sound-symbol relationships of all beginning consonants and long and short vowels.	X	X	X	X			Teacher observation.	X		
5. Determine whether words begin with the same or different consonant or long or short vowel.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
6. Read such environmental print as classmates' first names, days of week, calendar months, name of city and state, name of school, and such locations and personnel within school as library, office, nurse, gymnasium, secretary, and principal.	X	X	X	X			Teacher observation.	X		
7. Read all sight words in context. Example: Dolch Sight Words.	X	X	X	X	X		Teacher observation.	X		
8. Use a grade-level appropriate picture dictionary to locate and determine suitable pictured word to complete a sentence.	X	X	X	X	X		Work-sample evaluation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Use grade-level appropriate dictionary to locate and select suitable meaning of multi-meaning word.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X		
10. Group words into front, middle, and back sections of dictionary, based on beginning letter.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
11. Name vowel letters as "a," "e," "i," "o," "u," and sometimes "y."	X	X	X	X			Teacher observation.	X		
12. Identify sound-symbol relationships of such ending consonant sounds as those concluding jam, ten, let, and red.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
13. Determine which of following beginning consonant blends start given words: br-, cr-, dr-, sm-, tw-, or pl-.	X	X	X	X			Teacher observation Work-sample evaluation.	X		
14. Determine which of following ending consonant blends conclude given words: -st,-ft, -ng, -nd, or -lk.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
15. Recognize and name sound-symbol relationships of beginning and ending consonant digraphs: "sh," "wh," "ch," and "th.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
16. Name sound-symbol relationships of "r" controlled vowels of grade-level appropriate words containing them: "ar," "er," "or," "ir," and "ur."	X	X	X	X			Teacher observation.	X		
17. Name sound-symbol relationship of such variant vowel combinations as "ai," "ay," "ea," "ee," "ie," "oa," "ow," "au," "aw," "oi," "ou," and "ow."	X	X	X	X			Teacher observation.	X		
18. Read by blending phonetically regular words containing more than one syllable such as "hunter" and "pocket."	X	X	X	X	X		Teacher observation.	X		
19. Read by blending words which begin with an initial consonant (e.g., pan, tap, and cab); a soft consonant (e.g., city, giant); and silent consonants (e.g., gnat, know).	X	X	X	X	X		Teacher observation.	X		
20. Use descriptive content (context clues) to identify unknown words.	X	X	X	X			Teacher observation.	X		
21. Identify number of syllables in grade-level appropriate, orally presented and student-read words.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
22. Identify missing letters from such alphabetical sequences as "AB_D," MN_P, s_uv, and _bcd.	X	X	X	X			Teacher observation. Work-sample evaluation.	X		
23. Match grade-level appropriate compound words with their definitions.	X	X	X	X			Work-sample evaluation.			

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
24. Apply the following rules to decode grade-level appropriate words: a. when "e," "i," or "y" follow "c" or "g," they usually have a soft sound as in "city" or "gym;" when "a," "o," "u," or a consonant follow "c" or "g," they usually have a "hard" sound as in "cake" or "goat." b. in words which contain a vowel digraph, such as "beach," "deep," "wait," and "boat," the first vowel usually makes a long vowel sound, and the second is silent. c. when a one-syllable word has two vowels, and one is a final "e," the first vowel is usually long, and the final is silent. e.g., ate, like, nine, tune, bath, and waste. d. when a consonant (or consonant blend or digraph) follows a single vowel letter, the vowel usually makes the short sound. e.g., man, math, candle, on and spin.	X	X	X	X			Teacher observation. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
e. a vowel usually makes a long vowel sound when there are no other vowels in the syllable, and when it ends the syllable. e.g., he, by, reply, and go. f. "r" usually changes the sound of the vowel which precedes it. For example, compare "fat" and "far," "hem" and "her," and "chat" and "chair."										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Vocabulary										
1. Identify more than one use of a given word.		X	X	X	X		Work-sample evaluation.	X	X	
2. Match grade-level appropriate antonyms and synonyms with given words.	X	X	X	X	X		Work-sample evaluation.	X	X	
3. Select correct definition of a given grade-level appropriate word.		X	X	X	X		Work-sample evaluation.	X	X	
4. Select sentence which demonstrates correct use of a multi-meaning word or homonym.		X	X	X		X	Work-sample evaluation.	X		X
5. Use punctuation for appropriate oral reading expression.			X	X	X		Teacher evaluation.	X	X	
6. Locate a chapter name within a grade-level table of contents.	X	X	X		X		Work-sample evaluation.	X		
Oral Language and Listening										
1. Use story details to identify pictures.		X	X	X	X	X	Teacher observation.		X	X
2. Follow grade-level appropriate text as teacher or student orally reads .		X	X	X	X	X	Teacher observation.		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Demonstrate appreciative listening by story retelling, poetry recitation, and conversation about and dramatization of literature.		X	X	X	X	X	Teacher observation.		X	X
4. Demonstrate auditory discrimination in such classroom situations as appreciative, discriminative, and critical.		X	X	X	X	X	Teacher observation.		X	X
5. Determine number of syllables in words.		X	X	X	X	X	Work-sample evaluation.		X	X
6. Demonstrate auditory discrimination in order to hear words as individual units.		X	X	X	X	X	Teacher evaluation.		X	X
7. Demonstrate ability to present informally to a group.		X	X	X	X	X	Teacher evaluation.		X	X
8. Chorally read grade-level appropriate text.		X	X	X	X	X	Teacher evaluation.		X	X
Early Fluent Reader										
1. Orally read grade-level appropriate text with fluency and expression following practice.		X	X	X	X		Teacher evaluation	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Silently read new text.		X	X				Teacher evaluation	X	X	
3. Demonstrate understanding of quotation marks, commas, and periods for oral reading comprehension.	X	X	X	X	X		Teacher observation.	X	X	
4. Demonstrate balanced use of meaning, structure, and visual cues for text comprehension.			X	X	X		Teacher observation.	X	X	
5. Incorporate the following reading strategies: self-monitoring, searching for cues, cross-checking for cues, and self-correcting while reading.		X	X	X	X	X	Teacher observation.	X	X	
Literature: **Genre and Characteristics** **Story Grammar**										
1. Recall details of plot and setting.		X	X	X			Teacher observation.	X		
2. Distinguish between a realistic and make-believe literature.		X	X	X		X	Teacher observation.	X		
3. Draw conclusions about characters' motivations in grade-level appropriate text.	X	X	X	X	X		Teacher observation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Identify such important elements of fairy tales as the following: events occur in threes, magic, two-dimensional characters (all good or all bad), happy endings, begin, "Once upon a time . . .," and end, "happily ever after."		X	X	X			Teacher observation.	X		
5. Discuss meaning and value of grade-level appropriate proverbs.	X	X	X				Teacher observation.	X		
6. Differentiate between "biography" and "autobiography."	X	X	X	X			Teacher observation.	X		
7. Describe elements of a biographical sketch.	X	X	X				Teacher observation.	X		
8. Determine why particular stories received Caldecott Awards.	X	X	X	X		X	Teacher observation.	X		X
9. Demonstrate understanding of cooperative nature of story characters.		X	X			X	Teacher observation.	X		X
10. Describe an author's motivation for writing a particular text.	X	X	X	X			Teacher observation.	X		
11. Distinguish poetry from prose.	X	X	X	X			Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
12. Infer a character's characteristics.		X	X	X	X	X	Teacher observation.	X	X	
13. Compare and contrast such elements of grade-level appropriate literature as setting, theme (subject or message of story), climax, and plot line.	X	X	X	X			Teacher observation.	X		
14. Distinguish between realistic and make-believe wishes among grade-level appropriate stories with similar themes.		X	X	X		X	Teacher observation.	X	X	
15. Summarize a story's plot.		X	X	X	X		Teacher observation.	X	X	
16. Explain the main idea of a grade-level appropriate story. (Students may read or hear oral presentation.)		X	X	X	X		Teacher observation.	X		
17. Recognize such characteristics of a play as colons to introduce speakers, narrator, setting descriptions, and stage directions.	X	X	X	X			Teacher observation.	X		
18. Explain purpose of story's setting, and why it is significant to the story.		X	X	X	X		Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
20. Determine point of view from which a story is written.	X	X	X	X		X	Teacher observation.	X		X
Literal Comprehension										
1. Identify details of a grade-level appropriate passage.		X	X	X			Teacher observation..			
2. Locate words or phrases which define or describe persons or objects in a grade-level appropriate story.		X	X	X	X		Work-sample evaluation.	X	X	
3. Locate phrases within a passage which tell who did what to whom, in what manner, and under what circumstances.		X	X	X			Work-sample evaluation.	X		
4. Identify phrases which tell when and where events within a passage occurred.		X	X	X	X		Work-sample evaluation.	X		
5. Recall sequence of events within a grade-level appropriate passage.		X	X	X	X		Work-sample evaluation.	X		
6. Given a list of several possibilities, select an accurate sentence which paraphrases a grade-level appropriate passage.		X	X	X			Work-sample evaluation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Interpretive and Critical Comprehension										
1. Given several choices, select most accurate analysis of a character's traits.		X	X	X			Work-sample evaluation.	X		
2. Determine a character's traits on the basis of his/her actions within a situation.		X	X	X	X	X	Work-sample evaluation.	X	X	X
3. Predict future events on basis of information within a passage.		X	X	X			Teacher observation.	X		
4. After viewing a picture or reading a sentence or passage, summarize main idea in one or two sentences.		X	X	X	X		Teacher observation.	X	X	
5. Identify specifically stated cause and effect relationships between events of a grade-level appropriate passage.	X	X	X	X			Teacher observation.	X		
6. Locate and explain a simile and metaphor used in a grade-level appropriate passage.		X	X	X	X		Teacher observation.	X	X	
7. Using story content, distinguish between fiction and nonfiction stories.		X	X	X	X		Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Determine sequence of events of a grade-level appropriate passage or story.		X	X	X	X		Work-sample evaluation.	X	X	X
9. Predict plot complications.	X	X	X	X	X	X		X	X	X
10. Identify and interpret information on a grade-level appropriate table, graph, diagram, geometric figure, chart, and map.		X	X	X	X	X	Teacher observation.	X	X	X
Word Analysis and Vocabulary across the Curriculum										
1. Use knowledge of alphabetical arrangement of entry words to locate information using a grade-level appropriate dictionary.	X	X	X	X	X		Teacher observation.	X	X	
2. Name sound-symbol relationships of all beginning and ending consonant sounds.	X	X	X	X	X		Work-sample evaluation. Teacher observation.	X	X	
3. Name sound-symbol relationships of short vowels: hat, pet, hit, hot, and cut.	X	X	X	X	X		Teacher observation.	X	X	
4. Name letter units containing short vowels: -an,-et,- id,-og, and -um.	X	X	X	X	X		Teacher observation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Name sound-symbol relationships of ending consonant blend as -ft, -st, - ld, -nd, and -lk.	X	X	X	X	X		Teacher observation.	X	X	
6. Name sound-symbol relationships of such beginning consonant blends as cr-, br-, kr-, sm-, tw-, pl-, spr-, and str-.	X	X	X	X	X		Teacher observation.	X	X	
7. Name sound-symbol relationships of such consonant digraphs as "sh," "wh," "ch," "th," and "sh."	X	X	X	X	X		Teacher observation.	X	X	
8. Name letter units containing "r" controlled vowels: "ar," "er," "ir," "or," "ur," and "ear."	X	X	X	X	X		Teacher observation.	X	X	
9. Name sound-symbol relationships of the vowel-consonant-silent "e" (VCE) pattern: a-e, e-e, i-e, o-e, and u-e.	X	X	X	X	X		Teacher observation.	X	X	
10. Name the sound-symbol relationship of such vowel combinations as "ea," "ai," "oa," "ie," and "ui."		X	X	X	X	X	Teacher observation.	X	X	X
11. Name letter units which contain such vowel combinations as -ain, -eam, -oat, -ief, and -uit.		X	X	X	X		Teacher observation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
12. Name sound-symbol relationships of variant vowel combinations: "ai," "ay," "ea," "ee," "ie," "oa," "ow," "au," "aw," "oi," and "ou."		X	X	X	X		Teacher observation.	X	X	
13. Name sound-symbol relationships of silent consonants in such words as "wrong," "know," "gnat," and "climb."		X	X	X	X	X	Teacher observation.	X	X	X
14. Read by phonetically blending grade-level appropriate words containing more than one syllable such as "hunter," "brownstone," and "understand."	X	X	X	X	X		Teacher observation.	X	X	
15. Read by blending grade-level appropriate words which contain initial consonants, soft consonants, consonant blends, and silent consonants. e.g., stone, brave, and strange.	X	X	X	X			Teacher observation.	X	X	
16. Use descriptive content to identify an unknown word.	X	X	X	X	X		Teacher observation.	X	X	
17. Read grade-level appropriate words and determine number of syllables.	X	X	X	X			Teacher observation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
18. Read and identify meanings of grade-level appropriate compound words.	X	X	X	X	X	X	Teacher observation.	X	X	X
19. Identify root words of such affixed words as sinking, retell, and preschool.	X	X	X	X			Work-sample evaluation.	X	X	
20. Read and determine meanings of grade-level appropriate words which contain the following prefixes: ab-, be-, de-, pre-, trans-, sub-, and un-.	X	X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	X
21. Read and determine meanings of grade-level appropriate words containing the following suffixes: -able, -and, -en, and -less.	X	X	X	X			Teacher observation. Work-sample evaluation.	X	X	
22. Read and determine meanings of contractions in grade-level-appropriate materials.	X	X	X	X			Teacher observation. Work-sample evaluation.	X	X	
23. Match descriptive phrases to illustrations.	X	X	X	X		X	Work-sample evaluation.	X		X

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
24. Apply knowledge of the following rules to decode unfamiliar words: a. when "e," "i," or "y" follow "c" or "g," they usually have a soft sound as in "city" or "gym." When "a," "o," "u," or a consonant follow "c" or "g," they usually have a "hard" sound as in "cake" or "goat." b. in words which contain a vowel digraph, such as "beach," "deep," "wait," and "boat," the first vowel usually makes a long vowel sound and the second is silent. c. when a one-syllable word has two vowels, and one is a final "e," the first vowel is usually long, and the final is silent. e.g., ate, like, nine, tune, bath, and waste. d. when a consonant (or consonant blend or digraph) follow a single vowel letter, the vowel usually makes the short sound. e.g., man, math, candle, on, and spin.	X	X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
e. a vowel usually makes a long vowel sound when there are no other vowels in the syllable, and when it ends the syllable. e.g., he, by, reply, and go.										
f. "f" usually changes the sound of the vowel which precedes it. For example, compare "fat" and "far," "hem" and "her," and "chat" and "chair."										
g. decode unfamiliar words.										
h. easily identify 400 words without teacher assistance.										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Oral Language and Listening										
1. Demonstrate appreciation for grade-level appropriate poetry's sound, rhythm, and meaning.				X	X		Teacher observation.		X	X
2. Use details of grade-level appropriate literature to identify pictures.					X	X	Teacher observation. Work-sample evaluation.		X	X
3. Listen and follow along with grade-level appropriate text.					X	X	Teacher observation.		X	X
4. Attentively listen to demonstrate appreciation for storytelling, poetry, and conversation.					X	X	Teacher observation.		X	X
5. Demonstrate auditory discrimination in such classroom situations as appreciative, discriminative, and critical listening.					X	X	Teacher observation. Work-sample evaluation.		X	X
6. Distinguish syllables in grade-level appropriate words.				X	X	X	Teacher observation. Work-sample evaluation.	X	X	X
7. Develop auditory discrimination to hear grade-level appropriate words as individual units.			X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Fluent Reader										
1. Read grade-level appropriate text fluently and expressively.			X	X	X	X	Teacher observation. Student self-evaluation. Running records.	X	X	X
2. Silently and independently read not previously-read grade-level appropriate text.			X	X	X		Teacher observation. Student self-evaluation. Running records.	X	X	
3. Correctly incorporate quotation marks, commas, periods, and question marks into oral reading and writing for expression.			X	X	X	X	Teacher observation. Student self-evaluation. Running records.	X	X	X
4. Demonstrate ability to identify problems and solutions.		X	X	X		X	Teacher observation. Student self-evaluation. Running records.		X	X
5. Integrate such reading strategies to comprehend grade-level appropriate text as self-monitoring, searching for cues, cross-checking for cues, and self-correcting while reading.					X	X	Teacher observation. Student self-evaluation. Running records.		X	X
6. Use meaning, structure, and visual cues in balance.					X	X	Teacher observation. Student self-evaluation. Running records.		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Literature: Genre and Characteristics and Story Grammar										
1. Name titles of grade-level appropriate folk tales, fables, or fantasies.			X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	
2. Locate elements in a story which determine that it is a fairy tale. e.g., events happen in three's; story begins with "Once upon a time. . . ;" story includes magic; characters are one-dimensional--all good or all evil; story ends happily.			X	X	X	X	Free verbal response. Work-sample evaluation.	X		X
3. Discuss how animals or objects are treated as humans (personified) in grade-level appropriate literature.		X	X	X	X	X	Free verbal response.	X	X	X
4. Describe why particular books receive such award-winning honors as the Caldecott Award and Readers' Choice Award.		X	X	X		X	Free verbal response.	X		X
5. Identify differences among the following aspects of fictional literature: format, meaning, and writing style.		X	X	X	X	X	Verbal response.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Demonstrate understanding of use of first-person narrative in literature.		X	X	X	X	X	Verbal response.	X	X	
7. Discuss uses of exaggeration (hyperbole) in storytelling.		X	X	X	X	X	Verbal response.	X	X	X
8. Determine the following elements of effective mystery writing: characters, plot, setting, clues, narrator, mystery or problem, and theme or message of story.	X	X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
9. Locate samples of "foreshadowing" in grade-level appropriate literature.	X	X	X	X		X	Verbal responses.	X	X	
10. Identify main idea and supportive details of a grade-level appropriate passage.		X	X	X	X		Work-sample evaluation. Verbal response.	X	X	
11. Describe setting of a grade-level appropriate passage.		X	X	X	X		Verbal response.	X	X	
12. Summarize plot of a grade-level appropriate passage.		X	X	X	X		Verbal response.	X	X	
13. Identify and discuss importance of plot implications and complications.		X	X	X		X	Verbal response. Work-sample evaluation.	X		X
Literal Comprehension										

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
1. Locate words and phrases within grade-level appropriate literature which define or describe persons or objects.			X	X	X	X	Work-sample evaluation. Standardized test. Norm-referenced test.	X	X	X
2. Locate or recall phrases within grade-level appropriate text which indicates who did what to whom, in what manner, and under what circumstances.		X	X	X	X		Work-sample evaluation. Verbal response. Standardized test.	X	X	
3. Locate or recall phrases within grade-level appropriate text which tell when and where events occurred.		X	X	X	X		Work-sample evaluation. Verbal response.	X	X	
4. Sequence events within grade-level appropriate text.		X	X	X	X		Work-sample evaluation. Verbal response.	X	X	
5. Locate or recall why characters within a grade-level appropriate passage performed particular actions.		X	X	X	X		Work-sample evaluation. Verbal response.	X	X	
6. Given several options, select most accurate paraphrase of a grade-level appropriate passage.		X	X	X		X	Work-sample evaluation. Verbal response.	X		X
7. Follow grade-level appropriate written directions.		X	X	X	X		Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Apply such content reading strategies to grade-level appropriate non-fiction stories as SNR(Survey, Read, Note), mapping, KWL (Know, Want to learn, and Learned), and Writing to Learn.	X	X	X	X	X		Work-sample evaluation.	X	X	
Interpretive and Critical Comprehension										
1. Identify a character's traits within a grade-level appropriate text on basis of his/her described actions.		X	X	X			Work-sample evaluation. Teacher observation.	X	X	
2. Identify plausible future events on basis of information within a grade-level appropriate passage.		X	X	X			Work-sample evaluation. Teacher observation.	X		
3. Locate or recall main idea of a grade-level appropriate passage. Identify topic sentence, if given.		X	X	X	X	X	Work-sample evaluation. Teacher observation.	X	X	X
4. Determine main idea of grade-level appropriate passage when not specifically stated.		X	X	X	X	X	Work-sample evaluation. Teacher observation.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Given several options, select accurate summary of grade-level appropriate passage.		X	X	X	X		Work-sample evaluation.	X	X	
6. Identify cause and effect relationships between events explicitly stated within a grade-level appropriate passage.		X	X	X	X		Work-sample evaluation.	X	X	
7. Explain how an author uses a simile or metaphor within a passage of literature.		X	X	X	X		Work-sample evaluation. Verbal response.	X		
8. Distinguish between grade-level appropriate fiction and nonfiction on basis of reality, fantasy, and/or exaggeration.		X	X	X	X		Verbal response. Work-sample evaluation. Teacher observation.	X	X	
9. Sequence events of grade-level appropriate literature.		X	X	X	X	X	Work-sample evaluation. Teacher observation.	X	X	X
10 Predict outcomes of grade-level appropriate literature.		X	X	X	X		Work-sample evaluation. Teacher observation.	X	X	
11. Discuss grade-level appropriate characters' traits.		X	X	X	X	X	Work-sample evaluation. Teacher observation.	X	X	X
12. Define multiple-meaning words using context clues.		X	X	X		X	Work-sample evaluation. Teacher observation.	X		X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
13. Explain hidden meanings of grade-level appropriate riddles and jokes.		X	X	X		X	Work-sample evaluation. Teacher observation.	X		X
14. Analyze causes of an event, and draw logical conclusions which are based on presented information.		X	X	X		X	Work-sample evaluation. Teacher observation.	X		X
15. Paraphrase a grade-level appropriate passage of text.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	X
16. Compare and contrast two characters; present personal feelings regarding differences and similarities.		X	X	X	X	X	Work-sample evaluation. Verbal response.	X		X
17. Determine purposes for reading. Ex: to learn, for personal enjoyment, to become a more proficient reader, to perform a task, or to fulfill an assignment.	X	X	X	X	X		Work-sample evaluation.	X	X	
18. Demonstrate story comprehension by recalling specific details about grade-level appropriate text.	X	X	X	X			Verbal response. Work-sample evaluation.	X	X	
19. Locate facts and opinions in grade-level appropriate text, and distinguish between.		X	X	X	X	X	Work-sample evaluation. Verbal response.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
20. Identify multiple causes of a particular event in grade-level appropriate literature.		X	X	X			Work-sample evaluation.	X		
21. Correctly sequence events in story retellings.		X	X	X		X	Verbal response. Teacher evaluation. Work-sample evaluation.	X		X
22. Given several options, select most appropriate title for a grade-level appropriate story and explain why.		X	X	X		X	Verbal response. Work-sample evaluation.	X	X	X
23. Discuss importance of point of view.		X	X	X		X	Verbal response. Work-sample evaluation.	X		X
24. Use skimming and scanning techniques to locate information.	X	X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	X
25. Identify and interpret information from a grade-level appropriate table, graph, diagram, geometric figure, chart, and map.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	X
26. Read and follow directions within a grade-level appropriate format.	X	X	X	X	X		Verbal response. Teacher evaluation.			

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Word Analysis and Vocabulary across the Curriculum										
1. Read and identify grade-level appropriate antonyms and synonyms.			X	X	X	X	Work-sample evaluation. Verbal response.	X		
2. Use grade-level appropriate dictionary or glossary to locate given entry word and select suitable definition.		X	X	X	X		Work-sample evaluation.	X		
3. Determine use of multi-meaning words and homonyms.		X	X	X	X		Work-sample evaluation.	X	X	
4. Use synonym from preceding context to determine meaning of unknown word.		X	X	X	X	X	Work-sample evaluation.	X		
5. Demonstrate understanding of such grade-level compound words as "downbeat," "overboard," and "stickball."		X	X	X	X		Teacher observation. Work-sample evaluation.	X		
6. Demonstrate understanding of words containing such prefixes as "be-," "re-," "dis-" "sub-" and "com-."		X	X	X		X	Work-sample evaluation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Identify root words of such affixed words as "preview," "viewer," "unhappy," and "happiness."		X	X	X	X	X	Work-sample evaluation.	X		
8. Determine meanings of words containing the following suffixes: -ant, -able, -en, -less, -ment, -less, -ment, and -ness.		X	X	X	X		Work-sample evaluation.	X		
9. Read and determine meanings of the following contractions: let's, can't, and she's.		X	X	X			Work-sample evaluation.	X		
10. Demonstrate understanding that punctuation marks indicate speaker's feelings.		X	X	X	X		Teacher observation.	X		
11. Alphabetize words to the third letter.		X	X	X			Work-sample evaluation.	X		
12. Decode unfamiliar words.		X	X	X	X			X		
13. Easily identify 400 words without teacher assistance.		X	X	X	X			X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Language										
1. Follow oral and written grade-level appropriate directions within content areas.			X	X	X		Work-sample evaluation. Teacher observation.	X	X	
2. Opt to read and listen to fiction and nonfiction grade-level appropriate poems and plays for personal enjoyment.			X	X	X	X	Teacher observation.	X		
3. Present a two-minute narrative (story) which includes a beginning, middle, and ending about a real or make-believe experience.			X	X	X	X	Teacher observation. Evaluation form.	X	X	
4. Demonstrate appreciation for oral storytelling.			X	X	X	X	Teacher observation.	X	X	
Literature										
1. Define and identify samples of personification in grade-level appropriate literature.			X	X	X		Verbal response.	X	X	
2. Given several options, select central theme or "message" of a fable; make relevant comments regarding theme.			X	X	X	X	Teacher observation. Verbal response.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Discuss effects of "alliteration," the repetition of consonant sounds in literature.		X	X	X	X	X	Verbal response. Teacher observation.	X	X	
4. Locate samples of rhyme, rhythm, and repetition in poetry.		X	X	X		X	Work-sample evaluation. Teacher observation.	X		X
5. Distinguish between fiction and nonfiction grade-level appropriate literature.			X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	X
6. Discuss such characteristics of a poem as the following: poetry looks different; poetry speaks to the heart as well as mind; poetry says a lot in few words; poetry says things in special ways; and poetry pleases the ear.	X	X	X	X			Teacher observation. Verbal response.	X	X	
7. Categorize genre presented within a unit of reading.		X	X	X	X	X	Teacher observation.	X	X	
8. Demonstrate understanding of use of humor in grade-level appropriate literature.		X	X	X			Teacher observation.	X	X	
9. Demonstrate understanding of "hyperbole" (exaggeration) in folk literature.		X	X	X	X		Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Compare and contrast the following literary elements in grade-level appropriate literature: setting, characters, and genre.		X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	
11. Discuss use of present, past, and future tenses and their effects upon stories.	X	X	X	X		X	Teacher observation. Verbal response.	X	X	
12. Distinguish between first- and third-person points of view.		X	X	X	X	X	Teacher observation. Verbal response.	X	X	
13. Discuss how authors convey mood in literature.		X	X	X	X		Verbal response.	X	X	
14. Discuss strategies authors use to build suspense in stories.		X	X	X	X	X	Verbal response.	X	X	
15. Identify time span and climax within a grade-level story's plot.		X	X	X	X		Verbal response.	X	X	
16. Discuss where authors determine and develop ideas for stories.		X	X	X		X	Verbal response.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Literal Comprehension										
1. Take notes about a short reading selection which incorporates the following: main ideas, using numbers to write less important information, and use of symbols.	X	X	X	X	X		Work-sample evaluation.	X	X	
2. Determine main topic and details of a grade-level appropriate passage; write in outline form.		X	X	X	X		Work-sample evaluation.	X	X	
3. Use such grade-level textbook reference aids to locate information as a table of contents, dictionary, bibliography, glossary, and index.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
4. Locate information about a particular subject using reference materials which include technological sources.		X	X	X	X		Work-sample evaluation.	X	X	X
5. Comprehend grade-level appropriate literature while reading silently.		X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Create questions appropriate to grade-level appropriate content which are based on "surveying." ("Surveying" requires a reader to attain a general picture of an assignment by first looking briefly at each page, paying special attention to headings, chapter titles, illustrations, and boldfaced type. Reader may also read first and last paragraphs.)	X	X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
7. Review grade-level appropriate literature by skimming and scanning.	X	X	X	X		X	Teacher observation.	X	X	
Interpretive and Critical Comprehension										
1. Infer a character's traits on the basis of actions described in a grade-level appropriate text.			X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	
2. Infer similarities or differences among story characters in a grade-level appropriate text.			X	X	X	X	Verbal response. Teacher observation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Identify plausible future events on basis of information presented within a grade-level appropriate passage.			X	X	X	X	Teacher observation. Verbal response.	X	X	
4. Locate or recall the main idea of a grade-level appropriate passage and identify topic sentence.		X	X	X	X		Work-sample evaluation. Teacher observation.	X	X	
5. Given several, select accurate summary of a grade-level appropriate passage.		X	X	X	X		Work-sample evaluation.	X		
6. Identify cause and effect relationships between explicitly stated as well as inferred events within a grade-level appropriate passage.		X	X	X	X	X	Verbal response. Teacher observation.	X	X	
7. Distinguish between statements of facts and opinion in grade-level appropriate text.		X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	X
8. Identify conclusions which can logically be drawn from information presented in a grade-level appropriate passage.		X	X	X	X		Teacher observation. Verbal response.	X	X	X

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Interpret a metaphor and simile used in a grade-level appropriate passage.			X	X	X		Teacher observation. Verbal response.	X	X	X
10. Determine whether a grade-level appropriate selection is fictional or nonfictional on basis of reality, fantasy, and exaggeration.		X	X	X	X	X	Teacher observation. Verbal response.	X	X	X
11. Express personal feelings about a grade-level appropriate selection in terms of like, dislike, fear, sadness, or joy.		X	X	X	X	X	Teacher observation. Verbal response.	X	X	
12. Express personal views as to whether a character's actions are right or wrong, or good or bad; support views with details.		X	X	X	X	X	Verbal response. Teacher observation.	X	X	X
13. Identify punctuation marks as indicators or signals for a reader's expression, speed, or need to pause.		X	X	X	X		Teacher observation.	X	X	
14. Determine main and supporting ideas of grade-level appropriate literature and examine cause and effect relationships.		X	X	X	X	X	Verbal response. Work-sample evaluation. Teacher observation.	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Identify such signal words which enable readers to determine sequence as first, next, then, before, after, and finally.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
16. Discuss role of reporters and evaluate their use of fact and opinion in local newspapers.		X	X	X	X	X	Verbal response. Teacher observation.	X	X	X
17. Use a personal time-line and story structure diagram to record memories.		X	X	X	X	X	Work-sample evaluation. Teacher observation.	X	X	X
18. Discuss and evaluate importance of preserving family stories.		X	X	X	X	X	Teacher observation.	X	X	X
19. Compare and contrast important events of today with those of the past.		X	X	X	X	X	Teacher observation. Verbal response.	X	X	X
20. Discuss origins and purposes of legends; specify their significance in oral history.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
21. Discuss purpose of resolution of stories.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
22. Determine who is telling a story as well as distance of storyteller from events.			X	X	X		Verbal response.	X	X	
23. Summarize main idea of a grade-level appropriate poem.		X	X	X	X	X	Verbal response.	X	X	
24. Identify use of "onomatopoeia" and its effects in grade-level appropriate literature.	X	X	X	X	X		Verbal response.	X	X	
25. Discuss effects of literal and figurative language in literature.	X	X	X	X	X	X	Verbal response. Teacher observation.	X	X	X
Word Analysis and Vocabulary across the Curriculum										
1. Use sentence context to determine meaning of antonyms, homonyms, and synonyms.			X	X	X		Work-sample evaluation.	X	X	
2. Using a grade-level appropriate dictionary or glossary, locate entry word and select suitable definition.			X	X	X		Verbal response. Work-sample evaluation.	X	X	
3. Use sentence context within grade-level appropriate text to identify unknown words.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Use descriptive content (context clues) in grade-level appropriate text to identify and determine meanings of unknown words.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
5. Compare an unknown word to a known word in a phrase in order to determine its meaning.			X	X	X		Verbal response. Teacher observation.	X	X	
6. Determine that an unknown word summarizes a cluster of words in the same context.			X	X	X		Verbal response. Teacher observation.	X	X	
7. Supply meanings intended for words placed in the noun, verb, modifying, and joining positions within a grade-level appropriate sentence.		X	X	X	X	X	Verbal response. Teacher observation.	X	X	
8. Identify root words of grade-level appropriate affixed words.		X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
9. Use context of a grade-level appropriate sentence to determine meanings of contractions and words containing prefixes and suffixes.		X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Identify appropriate definitions of content vocabulary words within a passage.		X	X	X	X		Teacher observation. Work-sample evaluation.	X	X	
11. Identify and interpret information on a grade-level appropriate table, graph, diagram, geometric figure, chart, and map.		X	X	X	X	X	Work-sample evaluation. Verbal response.	X	X	X
12. Identify suitable definitions of content-area vocabulary words within a grade-level appropriate passage.			X	X	X	X	Verbal response. Teacher observation. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Language										
1. Follow oral and written directions in content areas of grade-level appropriate texts.			X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	X
2. Demonstrate appreciation for literature by opting to listen to poems and plays for personal enjoyment and meaning.			X	X	X	X	Teacher observation.	X	X	
3. Sequence events from orally-presented, grade-level appropriate material.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
4. Present informally to a group.			X	X	X		Teacher observation.	X	X	
5. Chorally read grade-level appropriate text.			X	X	X		Teacher observation.	X		
Literature: Genre, Characteristics, and Story Grammar										
1. Identify plot, setting, mood, theme, and narrative point of view of grade-level appropriate literature.			X	X	X		Teacher observation.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Determine origins of mythological stories and trace their development. Analyze story elements as needed to create a story to explain a mystery of nature.	X	X	X	X			Teacher observation. Student project.	X	X	
3. Predict suitable outcomes to draw conclusions about grade-level appropriate literature.		X	X	X	X		Verbal response. Teacher observation.	X	X	X
4. Identify a "story within a story" framework.			X	X	X		Teacher observation.	X		
5. Use three to five sentences to express personal feelings about a grade-level appropriate selection.		X	X	X	X	X	Work-sample evaluation.	X	X	X
6. Note connotative (communicates feeling) and denotative (designates without concern for feeling) effects of words in grade-level appropriate literature.	X	X	X	X	X		Teacher observation. Verbal response.	X	X	X
7. Extend leisure reading activities to include high interest classic literature.		X	X	X	X	X	Teacher observation. Checklist.	X		
7. Explain use of "flashback" as a literary strategy.	X	X	X	X			Verbal response.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Identify point of view within a myth.	X	X	X	X			Verbal response. Work-sample evaluation.	X		
9. Explain use of foreshadowing as a device to build suspense in grade-level appropriate literature.		X	X	X			Verbal response. Teacher observation.	X	X	X
10. Identify similarities and differences among myths and fiction and nonfiction literature.		X	X	X		X	Verbal response. Work-sample evaluation.	X	X	X
11. Explain chronological structure of a biographical account.		X	X	X			Verbal response. Teacher observation.	X		
12. Explain format of historical fiction.	X	X	X	X			Verbal response. Teacher observation.	X		
13. Define the following elements of fantasy: story's setting is described in opening; characters and their problems are identified; characters decide how to deal with problem; after suspense, problem is solved; characters and events are frequently magical and imaginary.		X	X	X	X		Verbal response. Teacher observation. Work-sample evaluation.	X	X	
14. Summarize plot of a grade-level appropriate story.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Identify plot complications, persuasion, and propaganda in grade-level appropriate literature.		X	X	X			Verbal response. Work-sample evaluation.	X	X	
16. Compare and contrast characters in stories with similar protagonists.		X	X	X	X	X	Verbal response. Teacher observation. Work-sample evaluation.	X	X	
Literal Comprehension										
1. Identify phrases which tell when and where events occurred within a grade-level appropriate passage.		X	X	X	X		Teacher observation. Verbal response. Work-sample evaluation.	X	X	
2. Sequence events within a grade-level appropriate passage.		X	X	X	X	X	Teacher observation. Verbal response. Work-sample evaluation.	X	X	
3. Prepare a simple written outline of major events of a grade-level appropriate story. Include relevant details under each event in outline.		X	X	X	X	X	Work-sample evaluation.	X	X	
4. Locate or recall phrases which explain why characters within a grade-level appropriate passage behaved as they did.		X	X	X	X	X	Teacher observation. Verbal response. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Accurately paraphrase a grade-level appropriate passage in one or two sentences.		X	X	X	X	X	Teacher observation. Verbal response.	X	X	
6. Infer a character's traits as well as similarities and differences among them on basis of actions described within a grade-level appropriate text.		X	X	X	X	X	Verbal response.	X	X	X
7. Evaluate a character's actions and support the evaluation with relevant details.	X	X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
8. Identify the main idea of a grade-level appropriate passage in which it is not stated.	X	X	X	X	X		Verbal response. Work-sample evaluation.	X	X	
9. Predict events on basis of information presented within a grade-level appropriate passage.		X	X	X			Teacher observation.	X	X	
10. Suggest details which an author may have included in a story to have made it more interesting and/or exciting.	X	X	X	X	X	X	Verbal response. Teacher observation.	X	X	X

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Locate main ideas of a grade-level appropriate passage; list details which support them.		X	X				Verbal response. Work-sample evaluation.	X		
12. Determine main idea of a grade-level appropriate passage when it is not stated.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
13. Write simple notes while reading or hearing a short paragraph or simple directions.			X	X	X	X	Work-sample evaluation.	X	X	
14. Outline selection; determine main topics and relevant details, and place in outline form.			X	X	X	X	Work-sample evaluation.	X	X	
15. Locate information about a subject using such references as a bibliography and periodicals or appropriate technological resources.		X	X	X	X		Work-sample evaluation.	X	X	
16. Vary reading rate in accordance with reading purpose.	X	X	X	X	X	X	Teacher observation.	X		
17. Apply skimming and scanning skills to grade-level appropriate text.		X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Interpretive and Critical Comprehension										
1. Identify cause and effect relationships between explicitly state events as well as between inferred cause and effect events within a grade-level appropriate passage.		X	X	X	X		Teacher observation. Verbal response.	X	X	X
2. Distinguish between statements of fact and opinion in grade-level appropriate text.		X	X	X		X	Teacher observation. Verbal response.	X	X	
3. Identify conclusions which be logically drawn from information within a passage.		X	X	X			Verbal response. Work-sample evaluation.	X	X	
4. Interpret a metaphor and simile used within a grade-level appropriate passage.		X	X	X		X	Verbal response.	X	X	X
5. Interpret idiomatic expressions used within a grade-level appropriate passage.		X	X	X		X	Verbal response. Work-sample evaluation	X	X	
6. Determine known and unknown within a story's problem.		X	X	X		X	Verbal response. Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Extract information from grade-level appropriate graphs, charts, diagrams, geometric figures, and maps.		X	X	X	X	X	Teacher observation. Work-sample evaluation.	X	X	
8. Identify personal feelings about characters or incidents within a selection with emphasis on how a student may react in a similar situation.	X	X	X	X		X	Teacher observation. Verbal response.	X	X	X
9. Determine connotative (describing feelings) and denotative effects of words.	X	X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	X
Word Analysis and Vocabulary across the Curriculum										
1. Explain meanings of "antonyms," "synonyms," and "homonym" found in grade-level appropriate literature.			X	X	X	X	Work-sample evaluation.	X		
2. Locate and select correct definitions of grade-level appropriate entry words in a suitable dictionary or glossary.						X	Work-sample evaluation. Verbal response.	X		
3. Identify sentences which demonstrate correct use of homonyms.			X	X	X	X	Work-sample evaluation. Verbal response.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Follow written directions in grade-level appropriate content-area texts.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
5. Use grade-level appropriate content-area vocabulary.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
6. Use descriptive content (context clues) and past experiences to identify an unknown word within grade-level appropriate text.			X	X	X	X	Work-sample evaluation.	X	X	
7. Demonstrate understanding that an unknown word summarizes a cluster of other words in the same context.			X	X	X	X	Work-sample evaluation.	X	X	
8. Supply intended meanings for words placed in the noun, verb, modifying, and joining positions within grade-level appropriate sentences.			X	X	X	X	Work-sample evaluation. Verbal response.	X	X	
9. Correctly use affixes to complete base words within grade-level appropriate sentences.			X	X	X	X	Work-sample evaluation. Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Determine meanings of grade-level appropriate words which contain one or more prefixes and suffixes.			X	X	X	X	Work-sample evaluation. Teacher observation.	X		
11. Define the following prefixes: mis-, non-, un-, centi-, deca-, deka-, kilo-, mis-, con-, milli-, and deci-.		X	X	X	X		Work-sample evaluation.	X		

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Language										
1. Follow grade-level appropriate content-area oral and written directions.		X	X	X	X	X	Standardized tests. Verbal response.	X		
2. Opt to listen to poems and plays for personal enjoyment.			X	X	X	X	Teacher observation.	X		
3. Orally report expository information to a large group.			X	X	X	X	Teacher observation.	X	X	X
4. Chorally read grade-level appropriate literature.			X	X	X		Teacher observation.	X		
5. Analyze characteristics of heroes and heroines in grade-level appropriate literature.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
6. Predict outcomes of grade-level appropriate literature.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
7. Identify explicit and inferred sequence of events within grade-level appropriate literature.		X	X	X			Verbal response. Teacher observation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Determine a character's motives or feelings based on inferred information presented in a grade-level appropriate text.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X		
9. Complete grade-level appropriate analogies.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X		
10. Compare scientific and science fiction writing.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	X
11. Evaluate use of science fiction to predict future happenings.		X	X	X	X	X	Verbal response.	X	X	
12. Separate grade-level appropriate stories read into real and imaginary encounters.		X	X	X	X		Verbal response.	X		
13. Identify plot, setting, mood, theme, and point of view of grade-level appropriate literature.		X	X	X			Verbal response. Work-sample evaluation.	X		
14. Identify such characteristics of fantasy as animals who speak, settings in different worlds, different time limitations, and unique physical characteristics and language of characters.		X	X	X		X	Verbal response.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Compare and contrast fantastic and realistic literature.		X	X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
Literal Comprehension										
1. Identify phrases which tell when and where events within a grade-level appropriate passage occurred.			X	X	X		Work-sample evaluation. Verbal response.	X		
2. Sequence events within a grade-level appropriate passage.			X	X	X	X	Work-sample evaluation. Verbal response.	X	X	
3. Prepare a written outline which includes major events of a grade-level appropriate story; place relevant details under each event.			X	X	X		Work-sample evaluation.	X	X	
4. Locate or recall phrases which explain why characters within a passage performed particular actions.			X	X	X	X	Teacher observation. Verbal response.	X	X	
5. Accurately paraphrase a paragraph about a grade-level appropriate passage.		X	X	X	X	X	Work-sample evaluation.	X	X	
6. Infer about a character's traits on basis of his/her actions within a grade-level appropriate passage.			X	X	X	X	Verbal response.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Infer similarities and differences among characters within a grade-level appropriate text.			X	X	X	X	Verbal response.	X	X	
8. Predict plausible future events on basis of information presented in a grade-level appropriate passage.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
9. Determine main idea of a grade-level appropriate passage when main idea is clearly stated as well as when inferred. List supporting details.			X	X	X	X	Work-sample evaluation.	X		
10. Summarize a news story or news article.			X	X	X	X	Work-sample evaluation.	X	X	
Interpretive and Critical Comprehension										
1. Identify cause and effect relationships between events explicitly stated as well as inferred within grade-level appropriate literature.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	
2. Distinguish between statements of fact and opinion within grade-level appropriate literature.			X	X	X	X	Verbal response. Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Determine conclusions which can logically be drawn from information within a grade-level appropriate passage.			X	X	X		Verbal response.	X	X	X
4. Interpret the following in a grade-level appropriate passage: metaphor, simile, idiomatic expressions, personification and words or phrases which describe tone and mood.			X	X	X	X	Verbal response.	X	X	X
5. Take notes while reading a grade-level passage or set of instructions.			X	X	X	X	Work-sample evaluation.	X	X	
6. Demonstrate outlining skills based on a grade-level appropriate reading selection; determine main topics and relevant details, and place in outline form.			X	X	X	X	Work-sample evaluation.	X		
7. Use textbook reference aids to locate information.			X	X	X	X	Work-sample evaluation.	X	X	
8. Extract information from a bibliography and dictionary page.			X	X	X	X	Work-sample evaluation.	X	X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Locate information on a subject using such reference materials as technological programs and/or periodicals.			X	X	X		Teacher observation. Work sample evaluation.	X	X	
10. Vary reading rate according to reading purpose.			X		X		Teacher observation.	X	X	
11. Apply skimming and scanning techniques to learn about content area information.			X	X	X		Teacher observation. Work-sample evaluation.	X	X	
12. Explain uses of italicized words.	X	X		X			Verbal response.	X		
13. Explain such literary terms as caricature, exaggeration, figurative language, flashback, metaphor, simile, pun, sarcasm, and symbol. (Ex: A flag symbolizes America.)			X	X	X		Verbal response. Work-sample evaluation.	X		
Word analysis and Vocabulary across the Curriculum										
1. Use descriptive and past experiences to identify an unknown word within grade-level appropriate literature.			X	X	X	X	Work-sample evaluation. Verbal response.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Compare an unknown word to a known word in a phrase in a grade-level appropriate text to determine its meaning.			X	X	X	X	Work-sample evaluation. Verbal response.	X		
3. Use a synonym from a preceding context to determine meaning of an unknown word in a grade-level appropriate text.			X	X	X	X	Work-sample evaluation.	X		
4. Determine that an unknown word in a grade-level appropriate text summarizes a cluster of other words in the same context.			X	X	X	X	Work-sample evaluation.	X		
5. Determine the meaning of an unknown word which summarizes a cluster of other words in the same context.			X	X	X	X	Work-sample evaluation.	X	X	
6. Identify which word or words indicate the mood of the context.			X	X	X	X	Teacher observation.	X	X	
7. Supply the meaning intended for words placed in the verb, noun, modifying, or joining position in a grade-level appropriate sentence.			X	X	X	X	Teacher observation.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Explain suitable definitions of content area vocabulary words within a grade-level appropriate passage.			X	X	X	X	Work-sample evaluation.	X	X	
9. Correctly use affixes in grade-level appropriate words.			X	X	X	X	Work-sample evaluation.	X		
10. Explain definitions of content area vocabulary words within a grade-level appropriate passage.			X	X	X	X	Work-sample evaluation	X		
11. Interpret information on a grade-level appropriate map, chart, table, and graph.			X	X	X	X	Work-sample evaluation.	X		

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